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**ELDPI: English Language Development**

**Proficiency Indicator**

**K-5**

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| **Key** | |
| **O** | Organization |
| **WLC** | Word/Language Choice |
| **SF/S** | Sentence Fluency/Syntax |
| **G** | Grammar |
| **C** | Conventions |

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**Sources used to develop this tool include:** California English Language Development Standards, CELDT Skill Area Proficiency Level Descriptors; ELD Matrix: Scope and Sequence of Levels of English Language Proficiency, Dutro, Herrick and Prestridge; Identifying and Developing Language Proficiency, Walter; 6+1 Traits of Writing: Grades 3 and Up, Culham; Nitty-Gritty Grammar, Fine and Josephson; Canadian Language Benchmarks, CIC Dept.; Mass. Eng. Lang. Proficiency Descriptors ‘03.

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| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ELDPI Level\*\_\_\_\_\_\_\_\_\_\_  \*This score represents the level of ***this*** piece of writing. In order to accurately measure a student’s true overall proficiency level, it is crucial to assess a body of the student’s oral and written work. | **ELD Proficiency Indicator Note-Taking Guide** | **Steps**   1. Read writing sample for meaning. 2. Re-read and highlight strengths and gaps. 3. Fill out note-taking guide. 4. Underline ELDPI form. 5. Determine ELD level based on the preponderance of evidence. |
| **Strengths** | **Gaps** | **Teaching Implications** |
|  |  |  |
| **Notes to help in note-taking and scoring *Sentence Fluency and Structure:***  **\*** C**ompound sentence**: two independent clauses are combined together using [comma conjunction], [semicolon], or [semicolon adverb].  ex) I like dogs, but she likes cats. l like dogs; she likes cats. I like dogs; however, she likes cats.  **\*** C**omplex sentence**: an independent clause and at least one dependent clause is combined. When the dependent clause comes first, a comma follows. When reversed, a comma doesn't follow. ex) While watching television, I ate chips. I ate chips while watching television. | | |
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| **Beginning 1** |  | **Intermediate 1** |
| ***Unintelligible. Reader is confused and unable to make sense of the piece.***   * No response; blank. * Unintelligible. Reader is confused and unable to make sense of the piece. * Illegible or written entirely in primary language. * Merely copies prompt. | ***The meaning is conveyed but errors make the writing sound*** *“awkward”* ***at times.***   |  |  | | --- | --- | | **O** | Central idea carried throughout text and attempts to support ideas with details. May contain disorganized sequence of events and/or insufficient/irrelevant information. | | **WLC** | Word choice may be inappropriate for the audience or awkward. Vocabulary moving from general to more specific. Occasional vocabulary errors but meaning not obscured. | | **SF/S** | Sentence beginnings are not ALL alike but may still have repetitive transition words. **Attempts** complex/compound structures.**\*** Syntax errors are evident and *occasionally* obscure meaning. | | **G** | Grammar errors may be evident and *occasionally* obscure meaning. **Experiments with** varied use of verb tenses  (e.g. *present, past, future*). | | **C** | Spelling is usually correct or reasonably phonetic on common words but more difficult words may prove to be problematic. Consistent use of**basic** punctuation. | |
| **Beginning 2** |
| ***Reader may feel confused but is able to identify some*** *words* ***and*** *phrases* ***related to the topic.***   |  |  | | --- | --- | | **O** | Attempts to write about topic but response is minimal or mostly incomprehensible. Related ideas maybe be emerging/evident through illustration, isolated words, labels and phrases. | | **WLC** | Lack of vocabulary knowledge seriously distorts meaning. May substitute words from primary language. | | **SF/S** | Contains some isolated words or phrases. | | **G** | Primarily uses *present tense*. Subject/verb may not be present. | | **C** | Limited knowledge of spelling and/or conventions seriously distort meaning. | |
| **Intermediate 2** |
| **Beginning 3** | **Intermediate 3** |
| ***Reader may still feel confused but is able to identify*** *phrases* ***and*** *sentences* ***related to the topic.***   |  |  | | --- | --- | | **O** | Comprehensible phrase/sentences but thought pattern can be difficult to follow and ideas lack logical sequence. May have unrelated sentences. | | **WLC** | Repetitive and limited basic vocabulary. Errors may distort meaning. | | **SF/S** | Short, simple sentence structure. May have unrelated sentences | | **G** | Uses **present tense** and/or **present progressive** verb tense. | | **C** | Writes some, one-syllable words correctly and/or uses phonetic spelling. Frequent spelling errors often obscure meaning. Emerging use of punctuation. | | ***Simply gets the job done. The writing*** *“sounds black and white.”*   |  |  | | --- | --- | | **O** | Central idea carried throughout text and ideas generally organized in a logical sequence. Uses details for support but **lacks****sufficient** **elaboration.** Ideas may be organized in logical paragraphs and response may contain a concluding sentence. | | **WLC** | Increasing use of precise vocabulary. May include simple idioms and attempts at figurative language. | | **SF/S** | **Increasing evidence of** complex and compound structures.**\*** Uses more complex signal words such as conjunctions to show time, cause/effect, and compare/contrast (e.g. *but, until, leads to, also, however*) Syntax errors **rarely**obscure meaning. | | **G** | Grammar errors *rarely* obscure meaning. Demonstrates knowledge of more complex grammar **such as** **auxiliary verbs** (*e.g. would, could, should*), **present perfect** (*has/have +past e.g. has been*), and comparative adjective  (e.g. *bigger*). Increasingly more precise and accurate use of past tense verbs such as the irregular past tense. | | **C** | Spelling errors are minimal and do not interfere with meaning. Consistent use of punctuation and may begin using punctuation other than periods. | |
| **Early Intermediate 1** | **Early Advanced 1** |
| ***Reader may feel less confused but still needs to read the piece several times for meaning due to extensive errors in spelling, syntax and grammar.***   |  |  | | --- | --- | | **O** | Clearly related to the topic but ideas may be repetitive. | | **WLC** | Vocabulary is repetitive and/or general (*primarily uses words such as fun, nice, good, etc*.). Reliance on high frequency words. | | **SF/S** | Simple sentence patterns with an over-reliance on “and.” Syntax errors are prevalent. **Often includes** fragments and run-ons that may obscure meaning. | | **G** | Grammatical errors are **prevalent.** Mostly uses present tense/present progressive with **emerging evidence of past tense**. May use grammatical structures from primary language (*car red*). | | **C** | Frequent spelling errors may/may not distort meaning. Ending punctuation is often missing or incorrect. | | ***The writing has discernible purpose and ideas are*** *well supported* ***but writing is*** *not compelling.*   |  |  | | --- | --- | | **O** | Content is well organized and**fully addresses** topic. Includes a series of events/ ideas, and relevant details | | **WLC** | Word choice, including the use of figurative language and idioms, is appropriate to the audience and purpose. Accurate use of complex signal words. | | **SF/S** | **Consistent** *use* of complex structures. Syntax errors do not interfere with meaning. | | **G** | ***Minor*** grammar **errors do not** interfere with communication. | | **C** | Spelling and punctuation are generally correct and approaching grade level expectations. Use of punctuation and capitalization approaches grade level. | |
| **Early Intermediate 2** | **Early Advanced 2** |
| **Early Intermediate 3** | **Early Advanced 3** |
| ***A central idea is conveyed and*** *structure is emerging.*   |  |  | | --- | --- | | **O** | Communicates a central idea but lacks sufficient information. | | **WLC** | Attempts to use more specific vocabulary, however, may not always choose the best word for the job. | | **SF/S** | Simple sentence patterns/ Simple signal words (*e.g. first, next, and*) and/or common conjunctions. (e.g. *before, when, both, or, because*). Syntax errors are evident. May include fragments and run-ons that may obscure meaning. | | **G** | Grammar errors are **evident**. (e.g. incorrect subject/verb agreement). Primarily using *present and past tense*. *Future tense* may be *emerging* (*going to, will*). | | **C** | Correctly spells most high frequency words, may still have difficulty with basic English phonics patterns. Inconsistent use of conventions, primarily uses periods for ending punctuation and may over-generalize the use of basic punctuation. | |  | ***The writer speaks directly to the reader in a way that is***  ***individual, compelling, and engaging.*** *Technicolor!*   |  |  | | --- | --- | | **O** | The choice of structure matches the purpose and audience, with effective paragraph breaks. **Includes an inviting introduction and satisfying conclusion.** | | **WLC** | Strong evidence of academic, descriptive and precise vocabulary. **Showing versus telling**. Word choice that is appropriate to the audience and purpose. Includes figurative language and/or idioms when appropriate. | | **SF/S** | Only sophisticated syntactic errors are evident. **Uses complex and varied structures** (e.g. multiple subject/objects, prepositional phrases, relative clauses, use of infinitive, past perfect, conditional) Uses increasingly complex signal words (e.g. whenever, as a result of, similarly, although) | | **G** | Only sophisticated grammatical errors are evident. | | **C** | Only sophisticated spelling and punctuation errors may still be evident. | |
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